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ABSTRACT

Based on data from a variety of sources, these 12 fact sheets summarize current enrollment, instructional, and administrative trends at the existing 1,230 public and private two-year colleges. A general profile of the colleges is first presented, focusing on the number and type of institutions, enrollment, student characteristics, number of faculty, tuition, and types of programs offered. This is followed by more specific examinations of: (1) enrollment trends since 1965 and projections into the 1980's; (2) student characteristics, including age, sex, occupational status, income, and ethnicity; (3) patterns of student mobility, college majors, and educational goals; (4) tuition and student financial aid; (5) the respective roles of vocational, transfer, and community education in the two-year college curriculum; (6) characteristics, salaries, and tenure status of full-time and part-time faculty; (7) the anticipated employment outlook for two-year college instructors; (8) the demand for adult, life-long learning; (9) the characteristics and educational objectives of adult students; (10) the characteristics and roles of administrators and governing boards, and trends in governance; and (11) sources of community college revenue and institutional budget allocations. Each section includes a list of references and sources of information. (JP)

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[Two-year Colleges: Information, Facts and Figures, 1980.]

Fontelle Gilbert

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American Association of
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AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

FACT SHEET ON TWO-YEAR COLLEGES

INSTITUTIONS

According to information collected in October 1979, there are 1,230 two-year institutions in the United States and outlying areas. Among these are public and independent community and junior colleges, separate campuses of individual colleges, technical institutes, and two-year branch campuses of four-year colleges and universities. Located in urban, rural, and suburban areas, these institutions can be found in every state in the United States, as well as in Puerto Rico, Panama, American Somoa, Canada, and in various other foreign countries. Within the United States there is at least one community college in each of 426 of the 435 Congressional districts.

Between fall 1973, and fall 1979, the proportion of all public colleges and universities which are two-year rose steadily, as did the proportion of all students in public institutions who are enrolled in two-year colleges.

Nine two-year institutions appear in the NCES listing of institutions enrolling the largest number of students. Each of these institutions enrolls over 22,700 students.

ENROLLMENT

The Bureau of the Census reports that in 1970, for every 100 undergraduates enrolled in four-year colleges, there were 37 enrolled in two-year colleges. In 1978, however, there were 43 two-year college students for every 100 four-year college undergraduates.

Opening fall enrollment figures for 1979 showed that 4,487,872 students were enrolled in two-year institutions for credit courses, both full-time and part-time. This represents 39 percent of the total undergraduate enrollment for this country. About half of all students enrolled in postsecondary institutions for the first time were enrolled in two-year colleges.

The Bureau of Labor Statistics believes that half the full-time students are employed and 87 or more percent of the part-time students.

Most community college students commute. The median travel time is 22 minutes and the median distance is 7.5 miles.

Two-year institutions enroll 90 percent of their students from within the State.

STUDENTS

Women made up 53 percent of the total headcount enrollment and 54 percent of the part-time headcount enrollment in community and junior colleges, and for the first time accounted for more than half (51 percent) of the full-time credit learners. Minority student enrollment is 26.7 percent of the full-time enrollment at two-year colleges, and 19.8 percent of part-time enrollment, according to the new 1979 Minority Report: Data and Dialogue, an AACJC publication. Part-time enrollment made up 61 percent of the total. There are about as many non-credit students as credit students enrolled at two-year colleges.

FACULTY AND ADMINISTRATION

In order to serve the diverse group of students enrolled in two-year institutions a reported 212,173 faculty members and 16,609 administrators were employed for the 1979-80 academic year, as of October 1979. In addition, 16,155 other professionals, including

librarians and counselors, are reported. A study of newly hired found within two-year colleges, 9.9 percent of faculty, and 25.9 percent of administrators hold a doctor's degree.

TUITION AND FEES

While rates vary from college to college or from state to state, two-year college tuition remains generally low. Average charges for tuition and required fees are approximately $410.00 for public colleges for the current year, 1979-80. At independent, or private, two-year colleges the average for the current year is $2,019.00. These averages represent increases of 4 percent for public colleges and 12.7 percent for private colleges compared with the previous year.

PROGRAMS

Community, junior, and technical colleges offer a variety of programs designed to meet the needs of many kinds of students. As well as occupational and liberal arts programs leading to the associate degree, these institutions also provide short-term training courses leading to specialized certificates and diplomas. By far, the greates proportion of sub-baccalaureate degrees were earned at two-year public institutions, which showed a 61.2 percent increase in awards conferred since 1970-71. In most two-year colleges, community education is provided through a multitude of non-credit courses. Non-credit courses enroll about 4 million students. Several innovative concepts are used in these community and junior college programs, among them: credit by examination, cooperative education, volunteer service programs, individualized instruction, citizen education and multi-media instruction.

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ENROLLMENT IN TWO-YEAR COLLEGES

All Two-Year Institutions

Year	Number of Colleges	Enrollment	Percent of Increase of Enrollment over Preceding Year Enrollment
1965	771	1,292,753	23.8
1966	837	1,464,099	13.3
1967	912	1,671,440	14.2
1968	993	1,954,116	16.9
1969	1,038	2,186,271	11.9
1970	1,091	2,499,837	11.4
1971	1,111	2,680,762	7.2
1972	1,141	2,866,062	6.9
1973	1,165	3,144,643	9.7
1974	1,203	3,527,340	12.1
1975	1,230	4,069,279	15.4
1976	1,233	4,084,976	0.4
1977	1,235	4,309,984	5.5
1978	1,234	4,304,058	-0.1
1979	1,230	4,487,872	4.3

All enrollment data are headcount rather than FTE figures and include all students enrolled full-time or part-time in courses for credit. In 1979, two-year colleges also reported that 3,420,942 people participated in community education programs offered by the colleges buy carrying no academic credit. This is an increase of 11.1 percent from 1978 to 1979.

The Bureau of Postsecondary Education believes that continuing (non-credit) education in community colleges has increased 500 percent between 1968 and 1979. Two-year colleges now have more institutions (over 84 percent) offering non-credit activities for adults and more participating adults than any other segment of higher education.

Fall 1979 data note a healthy increase in credit enrollment. The increase in public two-year colleges is 4.2 percent and 6.2 percent for private colleges. Part-time enrollment made up 61 percent of the total in 1978 and 62.7 percent this year.

Every state shows a decrease in projected high school graduates between 1979 and some point between 1984 and 1987. However, college-age students account for only one-half of college enrollments now. Taking the worst demographic predictions it equates to a one-quarter decrease in one-half the market or one-eighth over a period of 10-15 years or one percent per year adjustment.

Enrollment projections from the National Center for Education Statistics indicate that because of the influence of part-time students, the enrollment in two-year institutions is expected to increase 7.7 percent while four-year colleges may experience a decline of 6.0 percent during the 1978-1988 period. There is potential for growth as shown by Educational Testing Service, which reports that there are 46 million adults now learning through non-school organizations.

More than 40 percent of the two-year colleges anticipate an enrollment increase in the mid-80's of greater than 5 percent.

The only percentage drop between 1978 and 1979 was for full-time male enrollees. The AACJC 1979 Directory reports a modest 0.6 percent decline.

A total of 11,430,000 students were enrolled in all types of postsecondary institutions in the fall of 1979. This total represented an increase of 0.3 percent compared with fall 1978, according to the ACE Fact Book. Thirty-nine percent of this total were enrolled in two-year colleges.

The Bureau of the Census reports that: Of the nearly 50 percent growth in two-year colleges between 1970 and 1977, three-fourths of it was contributed by the 22 to 34-year old population. In 1970, 53 percent of the two-year college students were under 20 years old; by 1977, this proportion dropped by nearly one-third to 37 percent.

Fall 1978 AACJC data show minority enrollment to be 22.3 percent of total headcount enrollment.

Different data sources make comparisons difficult, but it seems that black enrollment increased 30 percent and Hispanic enrollment increased 65 percent between 1970 and 1978.

The 1976 Higher Education General Information Survey reported that 38.8 percent of all minority students in higher education were in two-year colleges.

Attendance patterns of women have significantly affected enrollment statistics in all post-secondary institutions. According to AACJC data, the part-time enrollment of women in two-year colleges increased by 10.2 percent between fall 1978 and fall 1979, and full-time participation increased 3.2 percent.

In fall 1978, 50 percent of the total headcount enrollment were women; in fall 1979, 52.6 were women.

AACJC enrollment data are available for each institution with summaries by state in the 1980 Community, Junior, and Technical College Directory.

AACJC minority data, both enrollment and employment, are available in the 1979 Minority Report: Data and Dialogue.

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LEARNERS IN TWO-YEAR COLLEGES

In the period between 1970 and 1977, the proportion of learners between 14 and 19 years old fell from 36 to 32 percent. About half (45 percent) of the undergraduates in the 25- to 32-year age group were enrolled in two year colleges.

The mean age of two-year college students enrolled for credit is 27 and the median is 23.3, while the median age for four-year college undergraduates is 20.8.

As of October 1977, a total of nearly 1.3 million people 35 or over were enrolled in college; 60 percent of this population was participating in undergraduate programs; and 80.4 percent were enrolled as part-time students.

The proportion of the two-year college learners who were delayed starters (that is, 22- to 34-year-olds) enrolled in two-year colleges rose from 31 to 45 percent.

In 1970, 53 percent of two-year college learners were under 20 years old; by 1977 this proportion dropped to 37 percent. Part-time learners are, on the average, older than full-time students.

College students 28 and older are more likely than younger students to be high achievers. The adults' problem-solving orientation to learning and a desire to immediate apply new knowledge contribute to higher academic advancement.

Students 22 years old and over have accounted for most of the growth in two-year colleges in the 1970's. Two out of three of these older learners attend part-time.

National norms for full-time, first-time freshmen indicate that 38.3 percent of those enrolled in two-year institutions are from families with incomes of less than $15,000.

Women have become the majority group among all undergraduate learners in the "traditional" age group of 21 or older. Women learners who are over 35 years of age increased their attendance rate by 5.9 percent between 1974 and 1976. AACJC annual fall enrollment data indicate that women comprise 52.6 percent of the total headcount and 54 percent of the part-time population.

Community colleges enroll 38.8 percent of the nation's minority students. According to a new AACJC minority study, from 1970 to 1978 there was a 52 percent increase in minority enrollment. Black enrollment increased by about 30 percent and Hispanic enrollment increased 65 percent. States with the highest minority enrollment include Hawaii, New Mexico, Alaska, Louisiana, South Carolina, Alabama, California, Texas, Maryland, and Mississippi. Almost one-fourth of the two-year college enrollment is from a minority group.

Since 1970, the characteristics of students in two-year colleges changed more than those of students in four-year colleges. More learners in two-year colleges were older, married, attending part-time, from less affluent homes, and with parents who have less education than students in four-year colleges and universities. Among two-year college students, 26.7 percent were married and living with their spouses, while 14.3 percent of the four-year college students were married. Of the two-year college students 22 and older, 54 percent were married. Data on college enrollments from the National Longitudinal Study of the High School Class of 1972 reveal that 60 percent of the students initially entering two-year institutions either completed a course of study, transferred to a four-year institution, or were still enrolled two years after college entry.

The National Center for Education Statistics (NCES) divides students into high, middle, and low ability levels. About 39 percent of the students going to community colleges are from the high ability level. Half the for-credit community college students have incomes of less than $15,000.

Of the first-time, full-time students attending two-year colleges, 80.0 cited "ability to get a better job" as a primary reason for attending; 37.8 percent of these students selected their college because of its good academic reputation; 21.4 percent selected their college because of low tuition rates.

Approximately one out of five high school seniors either plans to attend a two-year college or plans to attend both a two-year and a four-year college. A little over 21 percent of the first-time, full-time freshmen at two-year colleges plan to obtain a bachelor's degree.

According to The American Freshman: National Norms, two-year colleges enroll a larger percentage of the physically handicapped students than other segments of higher education.

Census Bureau data from 1977 full-time workers reveal male workers with four years of high school earned an average salary of $15,434, while males with one to three years of college earned $16,235. Average income for women with four years of high school was $8,894, while women with one to three years of college earned $10,157. Similarly, the unemployment rate of workers in 1977 indicates that in the age group 18-24, 9.1 percent of those with one to three years of college were unemployed, while 13.3 percent of those in the same age group with four years of high school were unemployed.

Women, minorities, and persons over 24 have now become the "traditional" rather than the "non-traditional" student. Americans continue to grow older. Estimated increases in age categories show the 65 to 74 age group increasing 39 percent between 1975 and 2010.

In fall 1978, part-time students comprised 61 percent of the for-credit headcount enrolled in two-year colleges; by fall 1979 this had risen to 62.7 percent.

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FOLLOW-UP AND TRANSFER OF TWO-YEAR COLLEGE STUDENTS

A 1979 survey by the Kansas Association of Community Colleges notes that the percent of students with previous college experience has tended to increase since 1970. Statewide the average is 13.6 percent while at one college over 30 percent of the students have previous college experience. About 95 percent felt they had been successful in fulfilling their purpose.

Maryland's statewide follow-up found that half of the respondents were preparing for transfer, one-third were interested in career development, and one-sixth were enrolled in courses for personal interest. Sixty percent of the respondents said they had achieved their primary educational goal. Only half of the students who entered in fall 1972 stated that receiving an AA degree was a primary educational goal.

In Illinois, the statewide study showed that 56 percent enrolled to prepare for employment, but other students named short-term objectives that could be met by taking only a few courses. It was also found that over three out of four former community college occupational students including both graduates and non-graduates, were employed either full- or part-time; over 10 percent were full-time students, and only four percent were unemployed.

Tex-SIS (the student information study for the Texas Education Agency) data show that the major reason for discontinuing enrollment was conflicting job hours and that 90 percent of all students enrolled were also employed over 30 hours a week.

- First-generation college students and students with poor academic achievement records were the most prone to leaving.

Data from the National Longitudinal Study of the High School Class of 1972 indicate that of the students initially enrolling in a two-year college in 1972, nearly one quarter had transferred to a four-year college by 1974.

According to the same study, the majority of students who enrolled in any type of instruction in 1972, but were not enrolled in 1974, withdrew for non-academic reasons. Students who worked full-time withdrew at almost double the rate of those with part-time jobs or with no jobs. About 46 percent of all students not continuously enrolling in any type of institution planned to re-enter college within one year.

It was estimated that at least 10 percent of all community college students have attended four-year colleges prior to their attendance at community colleges. Transfer Students in Institutions of Higher Education data show that the number of students who transferred from a four-year to a two-year school were approximately equal to the number who transferred from a two-year to a four-year college. The majority of students transferring to two-year institutions from four-year colleges do so "to attend a less expensive school." Approximately half of middle income students who transferred (as freshmen) to a two-year school cited this cost factor.

Community and junior colleges showed a 61.2 percent increase in associate degree and other formal awards in the six year period between 1970-71 and 1975-75. The total number of associate degrees and awards increased more than any other degree category.

Although men still outnumbered women among degree recipients, women's representation increased from 42.8 to 46.2 percent over the six year period.

There was a marked shift for both men and women away from arts and sciences and general programs toward occupational curriculums. In 1972-73, for the first time, more than half (51.5 percent) of the awards were granted in occupational categories. By 1975-76 this percent had grown to 57.5.

The West Virginia study notes the effects of transfer shock were reflected in an initial decrease in GPA during the first semester after transfer; but by the time 30 semester hours were completed GPA's were slightly better than those of upper division native students.

A Florida study of credit by examination found that the CLEP students who graduated from the community college entered the State University at a higher rate than did non-CLEP students and earned their degrees at a pace significantly faster (7 months) than the non-CLEP graduates.

In a recent College Entrance Examination Board study, approximately 5,000 prospective students were asked about their college plans. Nearly 40 percent of those surveyed indicated that they planned to attend a public community college, and older students (72 percent of the "over 30" group) were more likely than younger students (36 percent of the "under 18" group) to select a public community college.

The types of students attending two-year colleges, the programs they select, and the goals they hope to achieve, are so varied that it is misleading to assume entering students will complete an associate degree within two years. Recent data from a California study, for example, show that the average length of time used to earn the two-year degree is two and a half to three years.

Since two-year collges enroll such a large proportion of part-time students (59 percent) who are often interested in taking one or two courses, but may have no long-term degree plans, the term "drop-out," used to describe students who do not complete a degree, is also misleading.

Results of a Florida study indicate that if the word "drop-out" were redefined to include only those students who have not reached their educational goals three years from the time they enter a community college and who have no plans to complete these goals, the percentage of "drop-outs" is less than two percent.

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TUITION AND FINANCIAL AID

Costs of attending two-year colleges are generally low. Data collected by the AACJC for the 1979-80 academic year indicate that the average tuition and fees at public two-year colleges are $410. At private two-year colleges the average is $2,019. These averages represent an increase of 4 percent over the preceding year for public two-year colleges and 12.7 percent for private two-year colleges. These averages are for state, county and/or district students. During the same time period the consumer price index increased 12.1 percent.

The College Entrance Examination Board, using a sample of post-secondary institutions, determined that for 1979-80 books and supplies would cost a community college student $208.00 for 9 months and transportation would average $464. It is believed that total costs for a community college student--tuition, fees, transportation, personal expenses, room and board, and books and supplies--would be about $2,506.

In many states low tuition at public two-year colleges is the outgrowth of their educational philosophy. This philosophy is designed to provide students of all economic backgrounds with the opportunity to continue their education. All of California's public community colleges are tuition-free, for example. Many two-year colleges have different tuition and fee rates for students living within the state, district, or county of the individual college.

The U.S. Bureau of the Census in a population characteristics study found that two-year college students receive their income from three major sources while attending college. About 53 percent use earnings from employment while attending school; 27 percent receive income from their families; 24 percent from personal savings. Other sources of income include spouse's earnings, Veterans' benefits, grants from state and local sources, loans, and student aid.

Shifts have been noted among students from high and middle socioeconomic levels from four-year to two-year colleges. Observers believe that inflation is causing many middle income families to turn to lower cost institutions.

The College Entrance Examination Board provides the following ranking from least expensive to most expensive area of the nation, Southwest, West, Mid-west, Mid-Atlantic, with New England having the highest tuition and fees.

Among the first-time, full-time freshmen attending public two-year colleges, half the learners have incomes of less than $15,000.00, while the mid-point for university and four-year colleges is closer to $21,000.00.

Half the student aid recipients in public two-year colleges have incomes less than $9,000, while the mid-point for aid-recipients in universities and four-year colleges is closer to $14,000.

The National Freshmen Norms for fall 1979 indicate that 76.5 percent of community college freshmen receive no grant or scholarship aid, 36.8 percent receive no help from their parents, and only 25 percent receive $1,000 or more of their expenses from their family.

Of the first-time, full-time freshmen in two-year colleges 64 percent are concerned about finances, 68 percent receive no grants or scholarships and 33 percent work either full or part-time.

A recent study completed by the Education Commission of the States indicates that community college students pay a larger proportion of their total costs of attending college than do students who go elsewhere.

Data from an American Council on Education study for 1976-77 indicate that more than 1.9 million students in postsecondary education received aid under the following U.S. Office of Education assistance programs: Basic Educational Opportunity Grants (BEOG), State Student Incentive Grants (SSIG), College Work Study Programs (CWS), National Direct Students Loans (NDSL), and Guaranteed Student Loan Programs.

Of these 1,937,000 students, 28.5 percent are enrolled in public two-year colleges and 2.3 percent are in independent two-year colleges. The majority were BEOG recipients. A total of 36.3 percent of the public two-year college aid recipients were independent students.

The American College Testing Program's Student Need Analysis Service permits most students applying for aid to submit only one need analysis data college document to apply for all forms of aid.

The largest number of students who applied for aid and did not receive it, in public two-year colleges, fall in the $3,000 to $5,999 income bracket.

Half a million student applications were rejected for student aid for the 1977-78 year. A substantial portion of these were from community colleges. The three main reasons for rejection were no signature, no social security number, and inconsistent income information.

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TYPES OF PROGRAMS OFFERED IN TWO-YEAR COLLEGES

Community, junior, and technical colleges offer the following major types of programs.

Vocational/Occupational/Technical. This category of programs includes training in such fields as data processing technologies, health services and paramedical technologies such as dental hygiene, medical records, engineering technologies, including automotive, diesel and welding programs; business and commerce technologies, including restaurant management, accounting, and communications; and public service technologies such as recreation and social work, police and fire science programs. These programs are designed to lead directly to employment in a specific established or emerging field; such programs lead to a certificate, diploma or associate degree. This area of education shows strong growth.

Transfer/Liberal Arts/College Parallel. These programs are designed for students who plan to continue their postsecondary education at a four-year college or university. The programs are comparable to the first two years of a baccalaureate degree program and usually terminate in the associate degree.

Community Education and Special Interest Programs. Other major programs are offered for those students or community members interested in civic, cultural, or recreational courses not carrying academic credit toward a degree, diploma, or certificate. Specific programs are also designed for such groups as women returning to school, labor union members, senior citizens, and those seeking job upgrading skills. Developmental and remedial programs, most often in communication skills, are also offered at two-year colleges.

During the 1960's enrollment in occupational programs began to grow, largely because more of the two-year colleges' new clientele were interested in obtaining a job or improving their work life.

Reports from several states indicate a high rate of employment for graduates from occupational programs. In Illinois only 4.9 percent reported they were unemployed and seeking a job.

Since the mid-sixties, occupational enrollment has not only increased in numbers, it has increased at a higher rate than either total enrollment or transfer enrollment.

For the 1976-77 year 58 percent of the associate degrees were awarded for occupational curriculums. A little over half (51 percent) of these degrees were in the fast growing science or engineering related curriculums. In 1970-71, 54.3 percent of the awards were in arts and sciences; in 1975 arts and science awards had dropped 42 percent.

Occupational programs enrolling the greatest numbers of students are: business, commerce, and management technologies; and police and corrections.

Of the first-time, full-time students attending two-year colleges, 79.4 percent cited "ability to get a better job" as a primary reason for attending.

Enrollment in occupational/vocational programs has increased from 13 percent in 1965, to 30 percent in 1970, to nearly 50 percent in 1976, to 52 percent in 1978.

Although enrollment in occupational programs is increasing, in many two-year colleges the humanities and general education are enjoying renewed interest through such specially designed programs as conferences, courses by newspaper, educational television courses, and interdisciplinary programs. The only humanities courses that have seen an enrollment increase are political science (4 percent), and interdisciplinary humanities (6 percent).

The types of fields women are preparing to enter appear to be shifting. Women accounted for 48.5 percent of science and engineering related degrees in 1975-76. Overall women had greater percentage increases than men in all but two curriculum divisions - health and public service related technologies.

The American Freshman: National Norms for Fall 1979 notes that all students, but especially women, have more materialistic goals. This creates changes in career plans.

The U.S. Office of Education believes there are well over four million non-credit learners this year, while ten years ago there were just over three-quarters of a million. This is nearly a 500 percent growth in community education enrollment in two-year colleges between 1968 and 1978.

After a four year study, Howard Bowen states: "I favor the community college, the night school, the storefront college, instruction at military bases, recognition of independent learning, and the many other innovations designed to facilitate learning among those who could not or would not attend college as full-time residential students."

According to a study dome by the AACJC Community Education Center, 95 percent of the two-year colleges responding to a survey on community education services indicated their commitment to the concept of offering programs with the needs of their communities in mind. These programs and services include: cultural events, citizen education forums, upgrading of job skills, family life planning, adult basic education, health care services, and special programs for women, minorities, and older adults.

Information on many model programs has been developed through the sponsorship of AACJC. Publications available include information about programs such as: Agriculture, Aviation, Health Care, Energy Technologies, Environmental Technologies, Legal Assistants; Mass Media Learning, Women in Small Businesses, Citizen Education, Educational Employment for Older Adults.

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March 1980 - Fontelle Gilbert

FACULTY IN TWO-YEAR COLLEGES

From October 1978 to October 1979 the number of faculty teaching full-time and part-time at both public and private two-year colleges increased from 208,832 to 212,173.

Women now comprise 39 percent of the faculty, having increased their numbers 15.2 percent over the last 4 years. They have also increased their numbers of professional staff (learning lab coordinators, librarians, counselors) by 19.2 percent over this same 4-year period.

According to an American Council of Education study, the majority of two-year institutions offers their faculty a social security and public retirement plan.

Issues surrounding part-time faculty are now of keen interest. The Instructional ACCTion Center is studying expectations of part-time faculty and differences between full-time and part-time faculty.

Of all full-time faculty in two-year colleges 12.6 percent are full professors, 25.8 are associate professors, 37.2 are assistant professors, and 24.4 percent are instructors.

Following a period of decline, the proportion of faculty teaching full-time (defined as a teaching load of nine hours or more) has remained constant for the past two years. In the fall of 1974, 51 percent taught full-time. By fall 1978, 43 percent taught full-time, and in 1979, 44 percent taught full-time.

Of the part-time faculty who are semiretired, 44.4 percent are in two-year colleges. This is a group consisting of ex-full-time academics, ex-full-timers outside academe, and those who have taught part-time during their entire career.

Average salaries for all ranks rose by 6.0 percent from 1977-78 to 1978-79. For the same period, the Consumer Price Index rose 9.4 percent. Average salaries expressed in real dollars declined 3.1 percent. For the decade 1967-68 to 1977-78, there has been a net decline of 7.2 percent in real salaries.

Weighted average salaries and average compensation in public two-year colleges for full-time faculty equate to $17,820 mean for all ranks, $14,800 for instructors, $16,660 for assistant professors, $19,820 for associate professors, and $23,240 for full professors. The private college mean for all ranks is $14,650.

An American Council on Education study reported that 47 percent of the public two-year and 39 percent of the private two-year colleges grant tenure to their faculty. In public two-year college 56 percent of faculty have tenure status, while 50 percent of faculty in private two-year colleges have tenure status.

An NEA study indicates that the mean age of two-year college full-time faculty is 42, that 71.2 percent have a master's degree, and that 10 percent have some kind of supplementary work.

Of those faculty hired during 1977-78 by all two-year colleges, 9.87 percent held a doctorate. The number being employed by private colleges was considerably smaller but the percentage with an earned doctorate was much larger, 17.7 percent. In the public sector single campus colleges were more apt to hire a doctoral-degree holder than multi-campus districts.

Two-year college instructors spend significantly more time in the classroom than do their four-year college counterparts. Most faculty in two-year colleges teach from 12-17 hours per week, the average being 15 hours.

An Educational Testing Service study found that at almost two-thirds of two-year colleges there is a campus committee in charge of faculty development. A survey of administrators showed that areas of interest for staff development include: aspects of the two-year college, curriculum and learning, remedial education, and counseling, among others.

The Academic Collective Bargaining Information Service reports that between 1976-1980, an addition 128 campuses have become unionized. Thirty-six percent of all two-year colleges are now represented by bargaining agents or contracts.

Data from the Educational Testing Service's study indicate that at nearly all two-year colleges (87 percent) there is a "periodic review of the performance of all faculty members."

Projected impact of retirement at 70 is expected to be minimal through 1982. After, that time, projections show a precipitous decline in the number of new faculty members hired.

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TEACHING IN THE TWO-YEAR COLLEGE

According to reports from approximately 1,230 two-year institutions in October 1979, there are 212,173 faculty employed in these institutions including a total of 202,691 in public two-year colleges and 9,482 in independent two-year colleges. The total number of faculty teaching both full-time and part-time in all two-year colleges increased by two percent from October 1978 to October 1979.

The total enrollment, full-time and part-time at public colleges increased 4.2 percent. The increase in independent two-year colleges was 6.2 percent.

Faculty teaching part-time increased from fall 1974, when 50 percent were employed part-time, to fall 1979, when the proportion to 57 percent.

WAGES AND SALARIES OF PART-TIMERS

Income Data (Average)	Hopeful Full-time		Full-Mooner		Homeworker		Part-Mooner	
	Male	Female	Male	Female	Male	Female	Male	Female
Hourly Spring Wage Rate	$18	$14	$15	$13	$14	$16	$14	$16
Total Own Income for the Years	$10,393	$7,173	$21,730	$15,081	$13,700	$14,289	$17,647	$9,847

SELECTED JOB-RELATED CHARACTERISTICS OF PART-TIMERS IN AAUP STUDY

Characteristics of This Group	Semi-retired	Student	Hopeful Full-time	Full-Mooner	Home-worker	Part-Mooner	Part-Unknowner	All Part-Timers
Percent at Two-Year Institution	44.9	50.9	51.3	58.7	42.5	50.8	52.8	52.6

According to a National Center for Education Statistics early release on enrollments in the 1980's, two-year institutions are expected to increase by 7.7 percent between 1978 and 1988. It is expected that this increase will be made up of the part-time and the over age 25 learner.

Over half of all students enrolled in two-year colleges are taking courses in occupational/technical fields. Faculty trained in such areas as health technologies, business and data processing technologies and public service fields may be in the most demand in the years ahead. Some institutions are now cutting back humanities departments.

Occupational outlooks through 1985 indicate that there will be keen competition for both college and university teaching positions because the supply of new master's and doctoral degree candidates will more than meet the demand.

According to NCES, employment of full-time teaching faculty in all postsecondary education will show small growth through 1982 and will then drop by 5.7 percent over the next three-year period. After 1985 no increase can be expected.

Data show that over 75 percent of two-year college faculty have the master's degree and that nearly 14 percent have the doctorate.

Passage of the Age Discrimination in Employment Act (ADEA) means that after July 1, 1982 mandating retirement before age 70 is illegal. Under this Act projected junior

faculty openings for all postsecondary education is zero for six years with recovery commencing only after 1988.

Information from a 1977 survey indicates that few states require a formal teaching certificate. The requirements are usually slightly different for faculty teaching academic or general education programs than for those teaching in technical fields. Certification requirements for academic faculty often consist of a master's degree in the subject area; for technical fields, the requirement is commonly at least a bachelor's degree, with experience as a technician in the subject area. Although there may be no formal certification requirements, prospective faculty may also be asked for evidence of teaching experience or courses in teaching or education.

According to the 1979 AACJC Minority Report, between 1970 and 1978 black faculty increased 55 percent and Hispanic faculty increased 260 percent, while there has been small growth for Asians and little or no growth for American Indians.

For specific information about requirements for the position you seek, consult your local public library, college placement office, or area community or junior college. A listing of all two-year colleges can be found in the Community, Junior, and Technical College Directory. (Available for $10 -- from AACJC Publications, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036.)

Other information about teaching positions in two-year colleges can be obtained from: 1) the "Positions Open" section of the Community and Junior College Journal, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036; 2) The Career Staffing Center, 621 Duke Street, Alexandria, Virginia 22314; 3) advertised positions in The Chronicle of Higher Education, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

In applying for a faculty position, it is often a good idea to: 1) determine whether there are vacancies in your particular field; 2) write to the appropriate department chairperson or dean outlining your interest and including a resume; 3) know the job requirements; 4) describe your special qualifications; 5) learn about the particular college; 6) have a background knowledge of the philosophy of the community and junior college.

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March 1980 - Fontelle Gilbert

THE ADULT LIFELONG LEARNER IN TWO-YEAR COLLEGES

There are an estimated 64 million participants in various kinds of postsecondary education. About 10 million are enrolled in some kind of school or college, compared to 46 million learning through non-school organizations.

Of this estimated 64 million learners, 83 percent named some transition or specific event in their lives as causing them to start learning when they did. Of the 83 percent, 56 percent cited job-career transitions and 35 percent cited family life transitions as triggering their learning activities.

Of the 40 million adults who will be going through a career change in the next 10 years, 24 million will be turning to institutions like the community colleges for training and/or retraining.

Studies of part-time and full-time, mid-life adults found that most are attending college for job/career-related reasons. Concurrent employment is high among part-time students with about 93 percent employed, working an average of 41.5 hours per week, and about 52 percent of the full-time students employed and working an average of 33 hours per week.

Adult learners allocate about 10 percent of their time to learning, making it their most important use of time after job, family life, and recreation.

Most adults are not looking for diplomas or degrees. Those adult learners seeking credit are most likely to take business, health professions, social sciences, education, engineering, and fine arts (in that order).

Counting the part-time credit students and all the non-credit students as adult learners, a new NCES report finds the typical adult learner to be a person earning about $20,000 a years, with two years of college, and about 36 years old.

The Census Bureau reports that from 1970 to 1977, more than 50 percent of the increased enrollment in two-year colleges and more than 33 percent of the increase in four-year college and university undergraduate enrollment were older students.

Adult and continuing education activities were offered by 2,225 colleges and universities during 1975-76. This represented a 102 percent increase from 1,102 institutions which reported offering non-credit adult and continuing education programs when surveyed in 1967-68. In 1979 about 85 percent of all two-year colleges reported continuing education enrollment. Two-year colleges are one of the two biggest suppliers of education for adults.

No fees are charged the elderly learner at 76 percent of the two-year colleges.

A Continuing Education Unit (CEU) is earned through 10 contact hours of participation in an organized adult and continuing education or extension experience under responsible sponsorship, capable direction, and qualified instruction. This definition, developed in the early 1970's, is now used by almost half of the two-year colleges.

As the occupational structure of the country continues to change as a result of job retraining needs, technological innovations, expanded social services, entry and reentry of women, longer life, and growth of leisure time, most providers of occupational training seem likely to prosper.

Non-credit enrollment in two-year colleges increased 11.1 percent between 1978 and 1979, according to the 1980 AACJC Directory.

While there is increased interest in providing educational opportunities for adults, and while statistics show a faster rate of growth for students aged 22 to 34 than for the traditional 18 to 21 age bracket, growth for the considerably older adult does not seem to be substantial. Only 2.4 percent of the postsecondary students are over 65 and 5.3 percent are 55 to 64.

Between 1972 and 1978 the number of women over 35 enrolled in postsecondary education doubled while the number of men increased by one-quarter.

The U.S. Office of Education denies assistance to students who:

are enrolled on less than a half-time (6 credit hours) basis;
are not enrolled in a degree/certificate-oriented program in which academic credit is being earned;
do not meet financial need eligibility guidelines.

While the rate of poverty among the elderly has been cut from 29.5 percent in 1967 to 14.1 percent in 1977, shrinking purchasing power brings many to the edge of poverty. Minorities and non-married women are especially vulnerable. It has been suggested that self-sufficiency (both on a personal and economic level) would help reduce the graying of the federal budget.

Adults have many unrealized learning needs: 65 million lack basic competency skills, 15 million lack college degrees, 12 million professionals require regular inservice education.

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March 1980 - Fontelle Gilbert

American Association of Community and Junior Colleges

ADULT EDUCATION
WHO PARTICIPATES?

The "average" adult learner is 36 years old, has a family income of $20,300, 2 years of college, and is seeking career and/or personal enhancement, according to Participation in Adult Education, 1978, a report just released by the National Center for Education Statistics (NCES).

This picture of the "adult" learner includes all the part-time credit learners and all the non-credit learners enrolled at two-year colleges.

The National Center for Education Statistics (NCES) sent AACJC tables from the Participation in Adult Education, 1978 report. These tables are the latest from the series of triennial surveys conducted by the Bureau of the Census for NCES, sent to AACJC in advance of the final report. The information and statistics below are taken from the report.

"Adult education for the purpose of this survey consists of courses and other educational activities, organized by a teacher or sponsoring agency, and taken by persons beyond compulsory school age. Excluded is full-time attendance in a program leading toward a high school diploma or an academic degree. These persons are to be reported:

- All adult or continuing education for non-credit courses or activities.
- Courses taken for credit as a part-time student (usually less than 12 semester or quarter hours).
- Courses taken as a full-time student in a vocational or occupational program. (Programs of 6 months or more duration are not counted as adult education.)
- Courses given by correspondence, television, radio, newspaper, tutor, or private instructor.
- Courses or educational activities given by an employer, labor organization, etc.
- Elementary or secondary level instruction for adults who have not finished high school."

Findings:

- 18.2 million or 11.8 percent of the adult population (aged 17 or over) are enrolled as "adult education" students.

- More than half (57%) are women.

- The higher the level of education already achieved, the more likely the person is to be enrolled in adult education. About 28 percent of those adults with 4 or more years of college were in attendance, 18.1 percent of those with 1 to 3 years of college, 10.7 percent of those with 4 years of high school, and 3.5 percent of those with less than 4 years of high school.

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- The more affluent, the more likely the person is to be enrolled in adult education. Over 18 percent of those with incomes of $25,000 or more, 15.1 percent of those with incomes between $15,000 and $24,999, 11.3 percent of those with incomes between $10,000 and $14,999, 9.7 percent of those with incomes between $7,500 and $9,999, 6.3 percent of those with incomes between $5,000 and $7,499, and 4.9 percent of those with incomes under $5,000.

- About one-third more were employed than were looking for work.

- The three major course administrators are: 4-year college or university, 2-year colleges or vocational-technical institutes, and employer, in that order. When category one is divided between 4-year colleges and universities, which seems viable since many part-time university students are working on advanced degrees, community colleges become the prime suppliers of adult education.

- The average age of the adult learner seems to be about 36. Since 1975 there has been a slight decrease in representation from the youngest group and a small increase in the oldest group. This may mirror the continuing growth in the "over-55" segment of our population.

- The two main reasons for taking an adult education course are: to improve or advance in current job (38.9%) and personal or social reasons (31.2%).

- Most learners are not looking for certificates, diplomas or degrees. Of those who did select such an objective, 16.1 percent checked "certificate or license in trade or profession," and 17.6 percent checked "college or university degree."

- Personal or family funds are used for 57 percent of course payment, and 24.1 percent of the courses are paid for by the employer.

- The main reasons for dropping a course are: 17.1 percent due to illness of self or care of family members, 15.5 percent due to disappointment with course, and 12.1 percent due to too much to do.

The study, conducted by Evelyn R. Kay, chief, and Ruth Boaz, project officer of the Adult & Vocational Surveys and Studies Branch of NCES, has major implications for those groups that administer adult education.

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Fontelle Gilbert - March 1980

ADMINISTRATION AND GOVERNANCE IN THE TWO-YEAR COLLEGE

In the fall of 1979, approximately 1,200 two-year colleges reported a total of 16,609 administrators and 16,155 professional support staff such as librarians and counselors. About one in three administrators is a woman; 46 percent of the professional support staff are women.

From 1978-1979, the ratio of administrators to faculty increased by 2.1 percent, while the ratio of professional staff to faculty increased 5.5 percent.

Salaries for administrators are reported by type and size of institution by the College and University Personnel Association. In the 1977-78 report, the chief executive officer in public two-year colleges with headcount enrollments between 1,000 and 2,499 earns a median salary of $34,245 per year; the chief academic officer, $26,982; the chief student life officer, $23,500.

The 1979 AACJC Minority Report indicates that 13.9 percent of the administrators in two-year colleges are from minority groups, and 16.4 percent of the professional staff are from minority groups.

In a recent study of community and junior college trustees and presidents, AACJC found that 90 percent of public college presidents and 95 percent of public college board chairmen feel the board has made a clear distinction between setting policy and administering the institution; 93 percent of the independent college presidents and 93 percent of their chairmen also feel that a clear distinction has been made.

There are approximately 540 boards which are locally appointed or elected to govern two-year colleges rests with a state-level board rather than a local governing board.

For the year 1977-78, 26.5 percent of the newly hired administrators held doctorates, of the combination teacher/administrators newly hired 20.3 held the doctorate degree.

The Pennsylvania study finds that only one-third of the state legislation that impacts community colleges is designed especially for community colleges. Administrators will want to keep alert for legislation that may indirectly impact on their institutions.

The presidency has an expected turnover rate of one per every four and one-half years. Some 300 searches will be conducted annually during the next few years. Each selection will attract a minimum of 50 candidates.

With emphasis on accountability and productivity, administrators may elect to be evaluated on a routine basis rather than in a time of crisis. Wattenbarger, Evans and Mears have developed a model for evaluation based on total accomplishment.

The 1,230 two-year institutions listed in the 1980 Community, Junior, and Technical College Directory include 85 multi-campus districts, 186 private two-year colleges, and approximately 130 two-year branches of four-year colleges and universities. Trends in financing two-year colleges are clearly toward state and away from local sources. The Presidential Search Consultation Service is now completing its first year as a non-profit consulting service to colleges and universities in search of presidents and chief academic officers. Two of the consultants are from the community college sector.

Unpublished salary for two-year colleges, data from NCES, for the 1976-77 year : average salaries for President/Chancellor $33,407 public, $25,377 private, Chief Academic Officer $26,545 public, $18,521 private, Chief Business Officer $23,702 public, $16,432 private, Registrar $17,441 public, $10,994 private, Assistant to the President $19,822 public, $13,911 private. Another source of information is the Career Staffing Center, 621 Duke Street, Alexandria, Virginia 22314.

Other associations providing information on administration are:

College and University Personnel Association, Suite 650, One Dupont Circle, N.W., Washington, D.C. 20036

National Association of College and Univeristy Business Officers, Suite 510, One Dupont Circle, N.W., Washington, D.C. 20036

National Association for Women Deans, Administrators, and Counselors, 1028 Connecticut Avenue, N.W., Washington, D.C.

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FINANCING TWO-YEAR COLLEGES

The three principal sources of community college revenue -- property tax, state appropriations, tuition and fees -- account for most funds. Federal aid represents about 6-10 percent of operating budgets. Of minor significance are revenues from private sources.

State appropriations for two-year colleges rose 21.5 percent over the two-year period ending 1979-80.

In 1978, two-year colleges had higher rates of increases than four-year institutional units in both current fund revenues and expenditures. Two-year colleges were up 9.5 percent in revenues and 9.7 percent in expenditures.

Two-year colleges, both public and private, spent about $6.1 billion in fiscal year 1978, up 9.7 percent from the previous year. Tuition and fees accounted for about 17.6 percent of the revenue at two-year colleges, as compared with 25 percent of the revenue at four-year colleges.

About four and a half billion dallars in state apropriations were used for two-year colleges in 1979.

According to data collected from 35 states by the Institute of Higher Education, University of Florida, public community colleges in 18 states receive some proportion of their current operating budgets from local taxes. Public colleges in all 35 states received some state appropriations for operating funds.

State appropriations finance over half of the operating expenses for public two-year colleges in the following states:

Alabama	Hawaii	North Dakota
Alaska	Kentucky	Oklahoma
Arkansas	Louisiana	Rhode Island
Colorado	Massachusetts	South Carolina
Connecticut	Minnesota	Tennessee
Delaware	Mississippi	Texas
Florida	Montana	Utah
Georgia	Nevada	Virginia
Indiana	New Mexico	Washington
Iowa	North Carolina	West Virginia

In the remaining states, 10 supply 70 percent or more of the funding for the public two-year colleges: Arizona, California, Illinois, Kansas, Nebraska, New Jersey, Oregon, Wisconsin, Wyoming receive substantial support, over one-third from local taxes.

A study on community college financing done by the Institute of Higher Education, University of Florida, 1979, includes data on the amount of funding available per FTE students. These amounts vary in the states surveyed from a high of $2,634 to $1,010 per FTE, the average amount being $1,814.

Colleges tend to spend between 43 and 50 percent of their budgets on instruction; 11 to 15 percent on plant operation and maintenance; about eight percent on student services; and about five percent on libraries.

Several community and junior colleges have studied their economic impact on surrounding communities. One such study on the state level indicated that the total economic benefits received by the state far exceeded the tax fund appropriations for the community college system.

Revenue from state and local governments for public two-year colleges is generated in several ways. In some states, college budgets are negotiated with state legislatures and/or state boards; other states use funding formulae which are based on credit hours or enrollment size. In states such as California, Illinois, and Michigan, state funding is also based on consideration of local tax funding for each community college district. Another funding method is based on actual costs of specific programs at individual colleges or on specific curricula.

A SHEEO survey found forty of the responding states differentiate in their funding or fee policy. The most common basis for differentiation is credit/non-credit, and to a lesser degree, location (on or off campus). CHANGE magazine notes that state and local two-year colleges report weaker trends for signed contract commitments for capital purposes than for other segments of postsecondary education.

Half of the public two-year colleges and 64 percent of the independent two-year institutions are projecting deficits in current operations for 1979.

Last year, several states enacted laws that either restricted taxes or curbed public spending. These states included Alabama, California, Idaho, Illinois, Massachusetts, Missouri, Nevada, North Dakota, South Dakota, and Texas. Preliminary data show that two-year institutions have been the first to be affected, because they are more dependent on property tax revenues.

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